Rules Help Us

Students choose self-controlled actions and connect rules to their purposes.

K.SS.4.1.c "recognizing the purpose of rules and practicing self-control;"

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CHOOSE CALMLY

a	wait	shout	grab
b	push	walk	run
c	grab	yell	share

2 WHY RULES

walk	learn
share	safe
listen	fair

ANSWER KEY # Rules Help Us

HOW TO RUN THIS PAGE

Read all directions and printed choices aloud. Watch for each student's pencil pause and slow breath before circling, and record that observation separately from the worksheet answers.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CHOOSE CALMLY

SAY "Before each circle, stop your pencil and take one slow breath. Listen to the choices, then circle one word."

ROW	SAY	STUDENTS CIRCLE
a	You want to speak while a friend is speaking. Your choices are wait, shout, and grab. Which choice lets your friend finish speaking?	**wait**
b	You are in a classroom line. Your choices are push, walk, and run. Which choice helps keep people safe?	**walk**
c	You and a friend want to use the same crayons. Your choices are grab, yell, and share. Which choice lets you both use them?	**share**

PART 2 · WHY RULES

SAY "On the left are walk, share, and listen. On the right are learn, safe, and fair. Wait until I finish reading, then draw a line from each rule to what it helps us be or do."

- **walk** matches **safe**
- **share** matches **fair**
- **listen** matches **learn**

WHAT TO ACCEPT

Circles: wait, walk, share. Lines: walk to safe, share to fair, listen to learn. Record the observed pencil pause and breath separately from answer accuracy.